

## DATA COLLECTION SUMMARY

*(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)*

Observee \_\_\_\_\_ Content Area Grade(s) \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

### Classroom Observation Information:

Date \_\_\_\_\_

Unit of Study/Lesson \_\_\_\_\_

Time \_\_\_\_\_

Academic Expectations (No.'s) \_\_\_\_\_

*(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)*

### STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>	
1.1. Builds positive relationships within and between school and community.	1.8. Initiates and develops educational projects and programs.
1.2. Promotes leadership potential in colleagues.	1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3. Participates in professional organizations and activities	1.10. Demonstrates punctuality and good attendance for all duties.
1.4. Writes and speaks effectively.	1.11. Adheres to school board policies and administrative procedures.
1.5. Contributes to the professional knowledge and expertise about teaching and learning.	1.12. Adheres to the state professional Code of Ethics.
1.6. Guides the development of curriculum and instructional materials.	<b>Standard 1.</b> (Considerations for professional growth plan.)
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	

**Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.***

2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2. Communicates a current knowledge of discipline(s) taught.	2.7. Analyzes sources of factual information for accuracy.
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline	2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5. Connects content knowledge to real-world applications.	<b>Standard 2.</b> (Considerations for professional growth plan.)

**Standard 3: Designs/Plans Instruction:** *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
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3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9. Develops and implements appropriate assessment processes.
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3.3. Integrates skills, thinking processes, and content across disciplines.	3.10. Secures and uses a variety of appropriate school and community resources to support learning.
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3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.	3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
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3.5. Creates and uses learning experiences that are developmentally appropriate for learners.	3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
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3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.	<b>Standard 3.</b> (Considerations for professional growth plan.)
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3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
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**Standard 4: Creates/Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge/***

4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.

4.6. Encourages and supports individual and group inquiry.

4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.

4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

4.3. Shows consistent sensitivity to individuals and responds to students objectively.

4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.

4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.

4.9. Works with colleagues to develop an effective learning climate within the school.

4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.

**Standard 4.** (Considerations for professional growth plan.)

**Standard 5: Implements/Manages Instruction:** *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

5.1. Communicates specific goals and high expectations for learning.	5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11. Makes effective use of media and technologies.
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	5.12. Makes efficient use of physical and human resources and time.
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13. Provides opportunities for students to use and practice what is learned.
5.6. Stimulates students to reflect on their own ideas and those of others.	5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.	<b>Standard 5.</b> (Considerations for professional growth plan.)
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

**Standard 6: Assesses and Communicates Learning Results:** *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

6.1. Selects and uses appropriate assessments.

6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

**Standard 6.** (Considerations for professional growth plan.)

6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.

<b>Standard 7: Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning.</i></b>	
7.1. Assesses and analyzes the effectiveness of instruction.	7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	<b>Standard 7.</b> (Considerations for professional growth plan.)
<b>Standard 8: Collaborates with Colleagues/Parents/Others: <i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i></b>	
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.	8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.

8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	8.8. Analyzes previous collaborative experiences to improve future experiences.
8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.	8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.5 Secures and makes use of school and community resources that present differing viewpoints.	<b>Standard 8.</b> (Considerations for professional growth plan.)
<b>Standard 9: Engages in Professional Development: <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i></b>	
9.1. Establishes priorities for professional growth.	9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2. Analyzes student performance to help identify professional development needs.	9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3. Solicits input from others in the creation of individual professional development plans.	<b>Standard 9.</b> (Considerations for professional growth plan.)



**Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.***

10.1. Operates a multimedia computer and peripherals to install and use a variety of software.

10.10. Practices equitable and legal use of computers and technology in professional activities.

10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.

10.11. Facilitates the lifelong learning of self and others through the use of technology.

10.3. Demonstrates knowledge of the use of technology in business, industry, and society.

10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.

10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

10.13. Applies research-based instructional practices that use computers and other technology.

10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.

10.14. Uses computers and other technology for individual, small group, and large group learning activities.

10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	10.15. Uses technology to support multiple assessments of student learning.
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	10.16. Instructs and supervises students in the ethical and legal use of technology.
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.	<b>Standard 10.</b> (Considerations for professional growth plan.)
10.9. Designs lessons that use technology to address diverse student needs and learning styles.	